



# Newsletter 3, October 2014

## Q4i – Spanish experience in Piloting Process

About the successfully implementation of improvement proposals (thirty improvements launched in Spanish schools), it was achieved an implementation degree of 95%, with an impact reached of 80%. **Implementation degree** and **Impact reached** are two indicators that were obtained from the schools and their self-assessment activity (global average from the thirty improvements). **Implementation degree** values if **the improvement is implemented**, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report; **Impact reached** seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the **impact on the school's real**.

### Case 1:

*Using the assessment tools provided by Q4i, and analyzing our internal situation, we chose the improvement based in "CREATE AND IMPLEMENT THE COMPUTER TOOL TO DESIGN MOODLE ENVIRONMENT FORMS TO IMPROVE THE ORGANIZATION AND MANAGEMENT". This kind of ICT tools provides us an easier and quicker means of data collection. It also allows us to reduce paper consumptions as well as to increase staff satisfaction through the reduction in bureaucratic tasks.*

See the table on the right side.

*We can observe the high level of achievement in our objectives as well as the staff satisfaction related to using of ICT tools in school management. It allows them a significant reduction of work hours directly linked to bureaucratic assignments. Eventually, the forms developed are: "Recovery plans", "FCT viewing", "exams calendar". There is still one tasks which has not been developed: "Extracurricular Activities" and it still remains for future plans.*

### Partners

- Generalitat Valenciana (Spain)
- MENON (Belgium)
- EFQUEL (Belgium)
- ESHA (Netherlands)
- mt (Spain)
- Scierter (Italy)
- FiaTest (Romania)
- EURIDIT (Belgium)
- HAEEd (Greece)

INDICATOR	MEASURE	ACHIEVEMENT
Number of activities managed through the Form	4/5	80%
Number of incidents occurred during implementation phase of Forms (eticket)	0/5	100%
Staff satisfaction with the use of ICT in school management	8,97/10	89,7%
GLOBAL ACHIEVEMENT		89.9%

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We used some indicators and metrics used to evaluate the improvement proposals:

- Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Metrics:

INDICATOR	ACHIEVEMENT
Degree of deployment of improvement proposal	70%
Global impact reached in school	80%
% Students involved in improvement proposal	75%
% Teachers involved in improvement proposal	40%

- Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Metrics:

INDICATOR	ACHIEVEMENT
Degree of deployment of improvement proposal	60%
Global impact reached in school	80%
% Students involved in improvement proposal	100%
% Teachers involved in improvement proposal	70%
% Families involved in "Schools of Parents"	30%

About global perception, we have conducted some surveys to students, families and teachers (from 1 to 5 -total satisfaction-):

- Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Perception:

INDICATOR	ACHIEVEMENT
Degree of students satisfaction (involved in improvement proposal)	4
Degree of teachers satisfaction (involved in improvement proposal)	5

- Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Perception:

INDICATOR	ACHIEVEMENT
Degree of students satisfaction (involved in improvement proposal)	5
Degree of teachers satisfaction (involved in improvement proposal)	4
Degree of families satisfaction (involved in improvement proposal)	5

## Case 2:

**The main goal of the participation in Q4I project was to develop and train a new approach about quality deployment in schools based on four engines of change (Key competences for lifelong learning, Use of ICT to support learning processes, Creativity and innovation attitudes and Intercultural learning skills).**

**We think that our expectations have been achieved because of the high impact on students, families, teachers and others stakeholders) with clear evidences.**

Our improvement proposals were two, deployed into several specific objectives:

- Improvement proposal 1 (To Increase competence in English and increase the sense of European citizenship). Specific Objectives:
  - Knowing the diversity of different European realities and its dimension
  - Interact with other European partners
  - Learning to speak, listen, negotiate and making shared decisions
- Improvement proposal 2 (To foster responsible users of ICT aware of advantages and risks - Social Networks). Specific Objectives:
  - Knowing the consequences of the wrong use or abuse of social networks (Netiquette)
  - How to manage ICT resources.
  - Knowing the specific Internet language and social networking language.

## Reflections about the Spanish experience.

We did not find relevant quantitative gaps between the different engines, about the implementation degree (very high in all cases) or the impact reached (similar situation). In addition to this first conclusion, **about the 40% of total improvements "share" more than one engine of change.** These point are relevant because of the Q4I Model reveals solid strengths as an holistic diagnosis framework in order to identify improvements, in the four engines developed or, even, in additional engines.